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NORTH CAROLINA'S LIBRARIES

Their Role

**Statements of Mission
and Purpose**

**Chapel Hill
1983**

**Developed by an Advisory Committee for the
North Carolina Department of Cultural Resources,
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NORTH CAROLINA'S LIBRARIES

Their Role Statements of Mission and Purpose



The New Walter Royal Davis Research Library,
The University of North Carolina at Chapel Hill
Photo credit: UNC Library Photographic Service

Increasingly citizens realize that the quality of their libraries will affect all facets of North Carolina life — economic, technological, educational, cultural, and recreational. Heightened interest in the support of libraries comes from an understanding of the demands that educational excellence places on all types of libraries. These demands begin with the preschool child and continue through all levels of formal education, and the need for library service remains through a person's working life and into retirement years. A trebling of membership in public libraries friends organizations in the past two years, to a current total of approximately 19,000, is the most visible manifestation of the growing public recognition of the value of libraries.

North Carolina's libraries reflect the marvelous diversity of the state itself. They share similarities and they take pride in their differences. Within budgetary constraints, they try to meet the specific needs of their users. These needs can vary considerably, for North Carolina's libraries are located in regions that include the scenic western mountain areas, the textile and manufacturing belt of the Piedmont, the high technology and scientific exploration of the Research Triangle, the agricultural zones of the east, and the recreational areas of the coast.

To meet diverse needs the state relies on many types of libraries. Three hundred and fifty-two public libraries and sixty bookmobiles serve communities with populations totaling 5,900,000. Over 2,000 libraries serve the public schools, which have enrollments of approximately 1,129,000. Public and private colleges and universities, with enrollments of approximately 168,700 as well as community and technical colleges, with enrollments of an additional 114,400, target their libraries to the needs of their faculties and students. Governmental, industrial, and business organizations have libraries that serve the specialized needs of approximately 945,000 employees and researchers. In all, over 2,600 libraries, with more than 40 million books, serve North Carolina's citizens.

Recognizing their responsibility to a diverse constituency, librarians and their friends take seriously the Constitution of North Carolina, which states that "religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools, libraries, and the means of education shall forever be encouraged" (Article IX, Section 1).

But what of the future of these libraries in a rapidly changing, technological world? How can they meet the demands made upon them by citizens who want not only current information but also a broad range of materials such as a video tape of the last presidential debates, a documentary film from the Great Depression, a scholarly book of limited appeal published in Western Europe, and dictionaries and encyclopedias in Japanese and Chinese or Spanish and Portuguese? Satisfying these demands is often

- difficult (who has this material and can we borrow it?);
- expensive (acquiring, cataloging, and preservation add significantly to the high original cost of the materials themselves); and
- necessary (one cannot deal in commerce with the non-Western world without understanding something of the language and culture).

What role does each type of library play in satisfying citizen needs? And what can libraries do to meet those needs most effectively?

As citizens reflect upon these issues, many are asking if all these libraries are really necessary. Are there too many libraries and too many duplicative resources? In answering these questions two points should be considered:

- 1) all libraries must have heavily used reference works and standard current books to meet the needs of all citizens, and
- 2) some libraries require highly specialized materials to fulfill requests from researchers who are creating new knowledge and new products.

For example, the users of public libraries, school libraries, community college libraries, university libraries, and special libraries all refer to encyclopedias and dictionaries. The *Encyclopedia Americana* in a public library a mile away will not serve the elementary or secondary school student who must consult it immediately for a class assignment. Similarly, a single copy of a classic dramatic work will not serve a class of fifty students for an assignment that may be due in a week. Thus, some duplication is essential to provide the means of education that the state constitution declares shall "forever be encouraged." Unfortunately, many libraries in North Carolina still lack an adequate stock of these frequently sought books and magazines.

Most libraries can provide good service from relatively small, well-selected, and constantly updated collections. Yet citizens often have specific or unusual information requirements that go beyond the capacities of these basic collections. For instance, what is the cost of shipping coal from Wilmington, N.C., compared to shipping it from Portsmouth, Va.? Whom can I contact to obtain information on chemical journals published in non-Roman alphabets? What are the locations of the earliest known texts of the New Testament? In how many countries does Exxon operate?

Materials that are used infrequently can be held by only a few libraries, provided all citizens can have access to them in a reasonable period of time. Libraries throughout the state are working together to achieve that goal. The research libraries in the Research Triangle area, noted for their large collections of books and journals, have developed agreements for purchasing materials in different specialties and have long maintained a tradition of making these materials available. The new Foreign Language Center at the Cumberland County Public Library makes available to the entire state current books published in foreign languages. The state's libraries are linked in various ways so that books can be located and lent to the individuals who have requested them. The North Carolina Union Catalog provides a record of libraries that own a particular book; this enables libraries to borrow books from each other. The State Library's In-WATS service, a toll-free telephone line available to all libraries, is used to determine the nearest library owning a needed book or to obtain the answer to a specific question that the local library may not be able to answer.

If libraries are to cope with the "information explosion" generated by today's complex society, cooperative efforts such as these will be even more essential in the future. The publication rate of new books and editions in America alone now stands at approximately 50,000 titles per year. A single library can acquire



Staff Member Searches for Medical Information, Duke University Medical Center Library, Durham. Tony Rumble, Photographer.

only a relatively small portion of this number. However, thanks to computers and library networks, the North Carolina citizen of today can secure far more information than his or her predecessor could have dreamed possible. Through the coordination of state library planning with that at the regional and national level, North Carolina's residents will continue to receive information that will help them to discharge their duties as citizens and to enrich the quality of their lives. But they will still need to obtain much information through libraries at the local level where they live, work, and study — through small libraries and large libraries; elementary and secondary school libraries; public libraries; community and technical college libraries; college and university libraries; and specialized libraries.

The intent here is to explain the rationale for the different types of libraries, briefly state their missions and purposes, and outline the benefits that citizens may expect from each. These statements of mission and purpose should also assist librarians, library trustees, and administrators as they define the mission of their own particular library agency.

THE MISSION STATEMENTS

This document explains the necessity for diversity by illustrating the role each type of library plays in the lives of North Carolina's citizens. The various statements are based upon the premise that library service should be 1) designed to meet the needs of the community served, 2) provided by competent library professionals, 3) based upon adequate collections of books and other materials, and 4) housed in suitable quarters.

PUBLIC LIBRARIES



The Haywood County Public Library, Waynesville.

MISSION

To make available the recorded knowledge of civilization, in whatever format, to all citizens and thus promote and foster the free flow of information and ideas.

The public library is a valuable resource that can help people of all ages to become better members of their families and communities and to prepare them for a more complex society in the future. In this age of mass communication the public library emphasizes service to the individual — be it a child, a senior citizen, a high school student, a homemaker, or a professional. Since public libraries focus on serving the individuals in their own communities, the book, phonograph record, film, and other collections will reflect the differences in local interest and needs. One would expect, for instance, the collection of a public library in Asheville to have extensive materials on Thomas Wolfe and mountain crafts; that of Southern Pines and Pinehurst, on golf; and that of Winston-Salem, on the Moravians. Each public library will thus establish its own goals and objectives to reflect the unique characteristics of its community. Current professional literature further emphasizes the necessity of evaluating the effectiveness of the services and resources offered by the public library to ensure that they are tailored to the community's needs.

Traditionally, the public library has provided materials, services, and programs to support the educational, informational, leisure, and cultural needs of the user. These four broad objectives will undoubtedly continue to be essential components of the public library's mission in the future.

Objective I

EDUCATION

To provide opportunity, guidance, and stimulation for personal growth.

I.1. To assist with self-education and development.

From the child who is just beginning to comprehend a picture on a page to the senior citizen who is pursuing new interests, the public library offers materials and services to support a process of lifelong learning for each individual. The public library is an especially important resource for the approximately three-fourths of the population that are not enrolled in formal educational programs.

I.2. To supplement formal education programs.

Since few schools, colleges, or technical colleges can hope to have the entire range of materials needed to support a demanding curriculum, the student should be able to turn to the public library as a supplementary source of information. In some instances the public library will provide material not found in the library of the educational institution, whereas in others it will provide additional copies of standard works that are in heavy demand.

Objective II

INFORMATION

To provide the individual with timely and accurate information.

II.1. To build the collections of books and other materials and to offer services necessary to make the library an effective information center.

All citizens need information for the better conduct of their daily lives. These information needs can range from a factual question ("Who is my congressional representative and how can I contact him or her?"), to a request for guidance ("Can you recommend a good book on child psychology?" "Where can I find information about the situation in the Middle East?"), to the provision of census data, trade names, and manufacturers' addresses for a local small business.

In these days when individuals are bombarded with increasing quantities of information, the public library — which specializes in selecting, assembling, organizing, preserving, and making information available — is indispensable to the general public. The librarian can match an individual's interests with materials from the collection and can explain what the library has to offer.

II.2. To serve as a place where individuals can go to obtain information located in other libraries.

The public library serves as a point of access for those seeking specialized information, such as a person in business who wants current marketing data for the Southeast or the traveler who would like to see a book describing the treasures of the National Gallery of Art in Washington, D.C. To serve these users who seek materials not included in the library's collections, the library cultivates cooperative arrangements with other libraries and agencies, both public and private.

Objective III

LEISURE

To improve the quality of life by providing materials for the productive use of leisure time.

Labor-saving devices and a shorter workweek have resulted in more leisure time for many citizens. Greater numbers are also reaching retirement age; in North Carolina, senior citizens will comprise 13 percent of the state's population by the year 2000. The public library can provide materials and programs that will result in satisfying and rewarding activities to occupy this leisure time. Here, too, individual tastes and needs will vary: sources for relaxation can include magazines, "how-to" books on crafts and hobbies, literary classics such as *War and Peace*, the latest murder mysteries, biographies of prominent figures, phonograph recordings of symphonies, manuals that explain how to generate graphs on a home computer, or books about current social problems.

Objective IV

CULTURE

To serve as a meeting place for cultural activities and to promote participation, enjoyment, and appreciation of the arts.

IV.1. To provide a variety of cultural activities.

Through its collections and sponsorship of lectures, story hours, concerts, exhibitions, theatrical performances, films, and other activities, the library can enrich the cultural life of the community.

IV.2. To cooperate with groups and organizations in promoting cultural activities.

The public library can work with cultural groups such as arts councils, symphony societies, historical societies, literary clubs, and genealogical organizations in many ways. The library can help publicize their activities, cosponsor events, and assist them in locating and using materials for program planning, projects, and the education of members.

Further sources pertaining to mission statements of public libraries:

Public Library Association. *The Public Library Mission Statement and Its Imperatives for Service*. Chicago: American Library Association, 1979.

Public Library Association. *A Planning Process for Public Libraries*. Chicago: American Library Association, 1980.

Public Library Research Group, London and Home Counties Branch, Library Association. "Public Library Aims and Objectives," *Library Association Record* 73:233-34 (December 1971).

Standards Committee (ad hoc), North Carolina Library Association. *Standards for Public Library Service in North Carolina*. Raleigh: The Association, 1976.

INTRODUCTION TO LIBRARIES IN EDUCATIONAL INSTITUTIONS

In many ways the libraries of formal educational institutions (i.e., elementary and secondary schools, community and technical colleges, four-year colleges and universities) share similar missions. Their fundamental task is to support the formal educational programs of their respective institutions. Although basic skills are taught in all of these institutions, they are taught at different levels. Therefore, while the libraries may need some of the same books, magazines, and nonprint materials, they also need titles that are unique to the educational level their students have attained. The following statements reflect both their similarities and their differences.



Students at Lynn Road Elementary School, Raleigh, hone their information skills.

Photo by Bruce Clark

School Libraries

MISSION

To reflect and support the curriculum of the school and to enhance the teaching/learning process from kindergarten through twelfth grade.

The school library* is essential for the education of North Carolina's children, since its resources and services provide the foundation for the teaching programs. The legislature of North Carolina has mandated a basic program (General Statute 115C-81) to answer the question, "What shall the schools teach?" The *Standard Course of Study*, developed by the State Board of Education, includes the following six major areas for kindergarten through grade twelve:

- 1) Citizenship (social studies — economies, history, government, sociology, and human relations);
- 2) Communications (the use of English and foreign languages and literatures in written, visual, and oral forms);
- 3) Cultural Arts (fine and performing arts, including visual art, dance, drama, and music);
- 4) Healthful Living (personal and community health, physical education, recreation, and safety);
- 5) Mathematics and Science; and
- 6) Vocational Education (the choice of appropriate vocations and the development of skills and techniques for specific occupations).

* The term "school library" is used here to mean school library/media center, instructional materials center, or the media center.

Objective I

SUPPORTING THE CURRICULUM

To select and provide materials and equipment to support curricular programs.

Today's student requires more than a single textbook in a self-contained classroom. In order to meet varied individual needs, school libraries provide a wide range of instructional materials at all levels of ability. The school library contains hardbound books, paperback books, pamphlets, magazines, clippings, pictures, slides, records, cassettes, games, microforms, video tapes, transparencies, posters, maps, globes, films, filmstrips, and computer software to support various learning experiences.

Depending on the number of students in different grade levels, the reading abilities represented, and the content of the curriculum, each individual school library will have a common body of materials as well as some items unique to its own school. For example, in teaching citizenship one school may emphasize the heritage of the American Indian, while another may emphasize the colonial settlers. Since students in the elementary and secondary grades are still learning how to analyze information, it is particularly important that the school library collection be kept up to date.

Objective II

TEACHING INFORMATION SKILLS

To help students develop inquiring minds and to assist students in making effective use of information.

A key role of the school librarian is to instruct students in locating, evaluating, and using information from a variety of sources. Students require guidance throughout their schooling. For younger students, an information skills lesson may focus on learning how to use the table of contents, while a college-bound high school student may learn how to use a computerized index. Effective use of information requires knowledge of the type of materials most appropriate for the specific learning task. The school librarian not only teaches information skills but also fosters new interests by encouraging individual exploration and inquiry.

Once students have learned study and reference skills, they will be better prepared to function in a knowledge-based society.

Objective III

ASSISTING SCHOOL PERSONNEL

To provide assistance to teachers and other school personnel and to provide materials for professional growth.

The school library is an important source for teachers in the planning and design of classroom instruction. The school librarian assists in the evaluation, selection, and use of a wide variety of resources for the teaching/learning process. Such assistance may involve the production of instructional materials for class use.

The school library also provides books, magazines, and cassettes of up-to-date information that enhance continued professional growth.

Objective IV

ENCOURAGING LEARNING BEYOND THE CLASSROOM

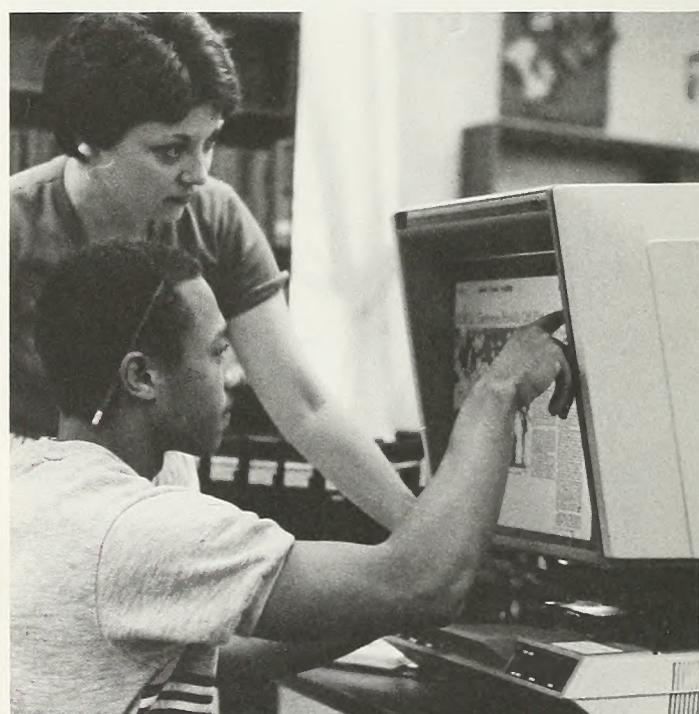
To encourage students to read and to explore interests that lie beyond classroom activities.

The school library encourages each student to expand his or her reading, listening, and viewing interests. By using library materials, students have learned how to write programs for microcomputers and how to turn an empty closet into a radio station for their school. Others have participated in book clubs and have written and illustrated stories of their own. Some have become exchange students after reading extensively about foreign countries. The school library serves as a stepping-stone to the use of other library resources in the community and to the formation of a life-time habit of library use.

Further sources pertaining to mission statements for school libraries:

Division of Educational Media, North Carolina State Department of Public Instruction, Raleigh, North Carolina. *Media Program Recommendations: Guidelines for School Media Programs at the Individual School and Administrative Unit Levels*, approved by the State Board of Education in June, 1981.

American Association of School Librarians and the Association for Educational Communications and Technology. *Media Programs: District and School*. Chicago: American Library Association, 1975.



Reference Librarian Ginger Grunke instructs Craig Needham in the use of a microform reader/printer. Sanderson High School, Raleigh. Photo by Bruce Clark

Community and Technical College Libraries



Students using video and audio cassettes at Wayne Community College Learning Resource Center, Goldsboro.

MISSION

To reflect and support the curriculum of the community and technical college and to enhance the teaching/learning process for students, faculty, and the local community.

Institutions in the community college system offer a wide variety of training and educational programs at the two-year college level. Their programs, as mandated by the legislature (General Statute 115D-1), may include the following:

- 1) Technical programs, which prepare individuals to enter fields such as computer programming, dental hygiene, or business administration;
- 2) Vocational programs, which train individuals for employment in skilled occupations such as welding, electrical installation and maintenance, practical nursing, or auto mechanics;
- 3) College transfer programs, which provide individuals with the opportunity to complete up to two years of a four-year undergraduate bachelor's degree program;
- 4) General education programs, which allow individuals to broaden their education through courses tailored to personal interest, growth, and development;
- 5) Elementary and high school equivalency programs, which provide instruction in the basics (reading, writing, and mathematics) and allow individuals to complete their elementary and high school educations; and
- 6) New and expanding industry programs, which train workers to meet the specific needs of a particular industry.

To support these programs, each college has a multipurpose library (often called a Learning Resource Center) with materials appropriate for each instructional program. All resources and services contribute to a learning environment for the development of the commuting student.

Objective I

SUPPORTING THE INSTRUCTIONAL PROGRAMS

To select, design, and produce instructional materials needed by both students and faculty.

Because the community and technical colleges serve a student body of varying ages and interests, the library/learning center offers a wide range of materials in traditional and nontraditional forms. In addition to providing standard printed materials such as books, vocational and technical magazines, and manuals, the library/learning center also designs and creates instructional aids such as audio recordings, video tape programs, slide programs, overhead transparencies, graphics for posters, and brochures for classroom use and also provides commercially prepared audiovisual materials.

To illustrate, a student in courses on digital equipment repair, nuclear medicine technology, or marine construction will need different resources from those of a college transfer student who requires traditional printed materials in literature and social science. For the adult basic education or high school equivalency

programs, instructional services are relatively more important than materials.

Because technology is changing so rapidly, it is crucial that all materials be carefully selected and that they be up to date.

Objective II

PROVIDING INSTRUCTIONAL ACTIVITIES

To instruct students in basic skills and to assist them in making effective use of information in many formats.

The library/learning center provides both group and individual instruction. For example, the student in the adult basic education or high school equivalency programs is given assistance through programmed materials, small group discussions, and individual attention. Other alternative delivery systems include cable programming, telecourses, and open entry/open exit classes.

In addition to traditional classroom studies, self-instructional courses for credit are self-paced with flexible scheduling. For students in courses such as auto mechanics and refrigeration repair, the librarian may teach skills in locating and using appropriate manuals. For college transfer students, the librarian teaches use of traditional indexes such as the *Readers' Guide to Periodical Literature* and the *Business Periodicals Index*.

Objective III

ASSISTING THE FACULTY

To provide assistance to faculty and staff.

The library/learning center develops workshops for faculty in the production and use of audiovisual materials and equipment. The librarian also assists in the selection and evaluation of resources for specific courses. In some colleges the librarian is the major source for information on changing instructional technology.

The library provides a current collection of books, reports, magazines, etc., on the community college and on instructional methods for continued professional growth of the college faculty and staff.

Objective IV

PROVIDING OPPORTUNITIES FOR LIFELONG LEARNING

To encourage students and other adults in the community to continue their growth and development.

The library/learning center has a special responsibility to maintain an open door for all adults in the community. Many who use the library are working men and women who attend classes to prepare themselves for better jobs. The library provides materials to keep them up to date in their fields.

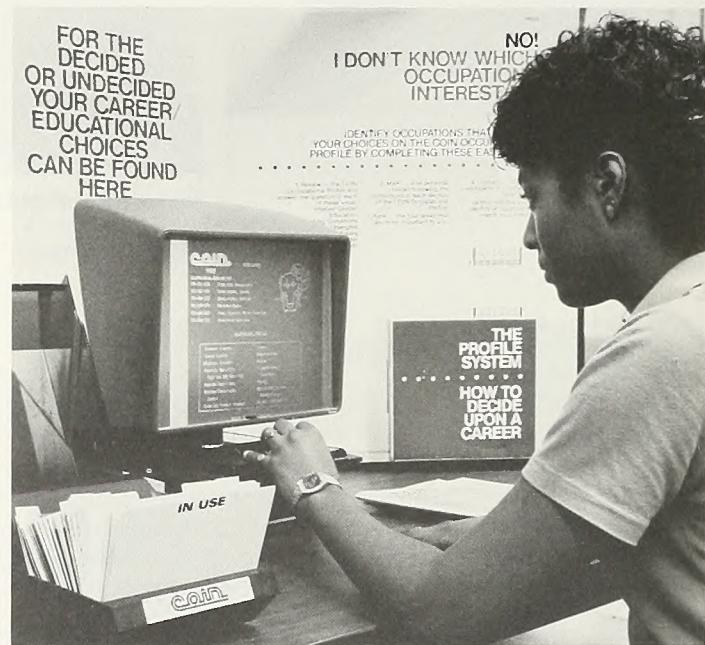
As more citizens reach retirement age, they look for other avenues of part-time employment and productive use of their leisure time. Courses in personal and community health, local history, and the arts attract these senior citizens. The library/learning center's resources and services allow these people to continue their own self-paced learning.

In offering these services to the community, the librarians cooperate with school and public libraries and other agencies so that a wider range of materials is available.

Further sources pertaining to mission statements for community and technical college libraries:

Association of College and Research Libraries and the Association for Educational Communications and Technology. *The Guidelines for Two-Year College Learning Resources Programs (Revised)*, approved on June 30, 1981. The guidelines appeared in the *College and Research Libraries News* in January and February, 1982.

Southern Association of Colleges and Schools, Commission on Colleges. *Criteria for Accreditation*. (To be presented to the College Delegate Assembly, December, 1983, New Orleans, Louisiana, for final approval.)



Career Education, Learning Resources Center, Guilford Technical Community College, Jamestown.
Photo by Guilford Learning Resources Center Staff

Four-Year College and University Libraries



At Left, Reading Room, Hunter Library, Western Carolina University, Cullowhee. *Photo by Harry Duke, Western Carolina University, Office of Public Information.* Right, Student studying in E.H. Little Library, Davidson College. *Photo by News Bureau, Davidson College.*

MISSION

To support the teaching, research, and public service programs of the college or university.

The Commission on Colleges of the Southern Association, which accredits colleges and universities in this region, states that "because the library is essential to learning, each institution must have a library which provides the primary and secondary materials needed to support its purposes and programs" (*Criteria for Accreditation*, 1983, p. 47). The mission of the college or university library is thus derived from the mission and programs of the institution itself. All colleges and universities provide programs in the liberal arts, but each may also have distinctive graduate and professional programs. At the bachelor's degree level the emphasis is on teaching. At the graduate and professional degree level (e.g., master's and doctoral study), the emphasis is upon professional training and research. Thus, a library that supports only an undergraduate program will differ significantly from a research library, which may support doctoral study in many fields.

Priorities for acquiring materials and establishing services will be dependent upon the institutional purpose. A college with a student body comprised of commuting adults from a variety of backgrounds will differ from one whose student body is homogeneous and housed on campus. Normally support for faculty research will be less important in an undergraduate college than in a research university. However, all academic libraries must have an adequate collection of books and other materials in a readily accessible building, which encourages maximum use by the campus community.

Objective I

SUPPORTING THE INSTRUCTIONAL AND RESEARCH PROGRAMS

To select and acquire materials that support the instructional programs of the college or university and to ensure the continued development and preservation of distinctive materials for research.

I.1. Support of instructional programs.

Every college or university must have a basic working collection of reference books, standard texts and magazines, and supplementary materials that reflect the emphasis of the specific courses offered. For instance, one should expect to find that the library of Belmont Abbey College emphasizes religious studies; Bennett College, black studies; UNC Greensboro, women's studies; and North Carolina State University, agriculture and engineering. All, however, would have many of the same basic reference works and standard magazines. These resources should encourage the pursuit of knowledge and have sufficient depth to stimulate intellectual curiosity.

I.2. Support of research programs.

Institutions that offer graduate or professional degrees require a much larger collection of the world's literature than those that confine their programs to the bachelor's degree. Research libraries contain not only the basic bibliographies and books in each degree field but also major periodicals in related disciplines. In addition to the basic reference works and standard periodicals, these libraries need primary source materials, background materials, annotated and revised editions, publica-

tions from other countries, and supplementary materials in highly specialized fields.

The university library's services are greatly enhanced by the presence of distinctive collections such as rare books, archives, and manuscripts. These collections have regional, national, and international significance. Among the notable examples of such collections are Duke University's Confederate imprints and manuscripts and its British Commonwealth materials; UNC at Chapel Hill's Southern Historical and North Carolina collections; and North Carolina State University's entomology collection. Research libraries have a special responsibility to ensure the safety and care of such materials so that they will be available for use in the future.



Linda Griggs and Mitchell Ducey examine Allard K. Lowenstein Papers in the Southern Historical Collection, The University of North Carolina at Chapel Hill. *Photo by Julia Shaw*

Objective II

ORGANIZING AND SHARING THE COLLECTIONS

To organize the library materials acquired so that they may be identified and used effectively.

Students, faculty, and researchers cannot make maximum use of the library's resources unless they are properly indexed. The libraries of the major universities constitute the largest body of valuable research materials in the state. Therefore, complete cataloging and indexing of these collections are crucial in making them useful to all North Carolinians. The North Carolina Union Catalog enables citizens to locate and borrow from these significant collections. Through the use of computer terminals connected to regional and national networks the universities make known their own unique books and identify books in other libraries for faculty and student research.

Objective III

ASSISTING THE USER

To assist users in identifying, locating, and utilizing information resources.

In a technologically oriented society, the ability to find and use information is an essential skill. Thus, college and university libraries have an obligation to teach information skills at a sophisticated level so that their graduates can continue learning throughout their lives.

Both students and faculty require the guidance of skilled professionals in coping with numerous and complex sources of information. Working closely with individual students, librarians help them to identify and evaluate sources of information, to gain experience in using these resources, and to develop an understanding of research. Working with the faculty, librarians teach library skills to specific classes and consult with instructions on library-related class assignments. Librarians also help faculty and graduate students identify and locate materials needed for their theses and research projects.

With the increasing availability of computerized information sources, librarians have assumed a responsibility to instruct the campus community in making effective use of these new resources.

Objective IV

COOPERATING WITH OTHER LIBRARIES

To cooperate with other libraries in the advancement of scholarship and the utilization of library resources.

The sharing of library resources among all types of libraries has a long history in North Carolina, as exemplified in the development of the North Carolina Union Catalog, cooperative agreements in collection development at Duke and UNC Chapel Hill, and daily delivery service among the libraries in the Research Triangle area.

With both the specialization of knowledge and the interdependence of many disciplines (e.g., biochemistry and bioengineering), the researcher cannot rely solely upon one library, however strong that library may be. Librarians in North Carolina have developed several measures to encourage the widest possible use of their materials for the benefit of researchers. Among these are activities that 1) improve access to library materials through shared cataloging and the formation of union catalogs; 2) improve physical access to library materials through interlibrary lending agreements, reciprocal borrowing agreements that permit users from one institution to borrow books directly from another institution, and photocopying services; and 3) promote cooperative selection of books to avoid unnecessary duplication and to expand coverage of certain topics.

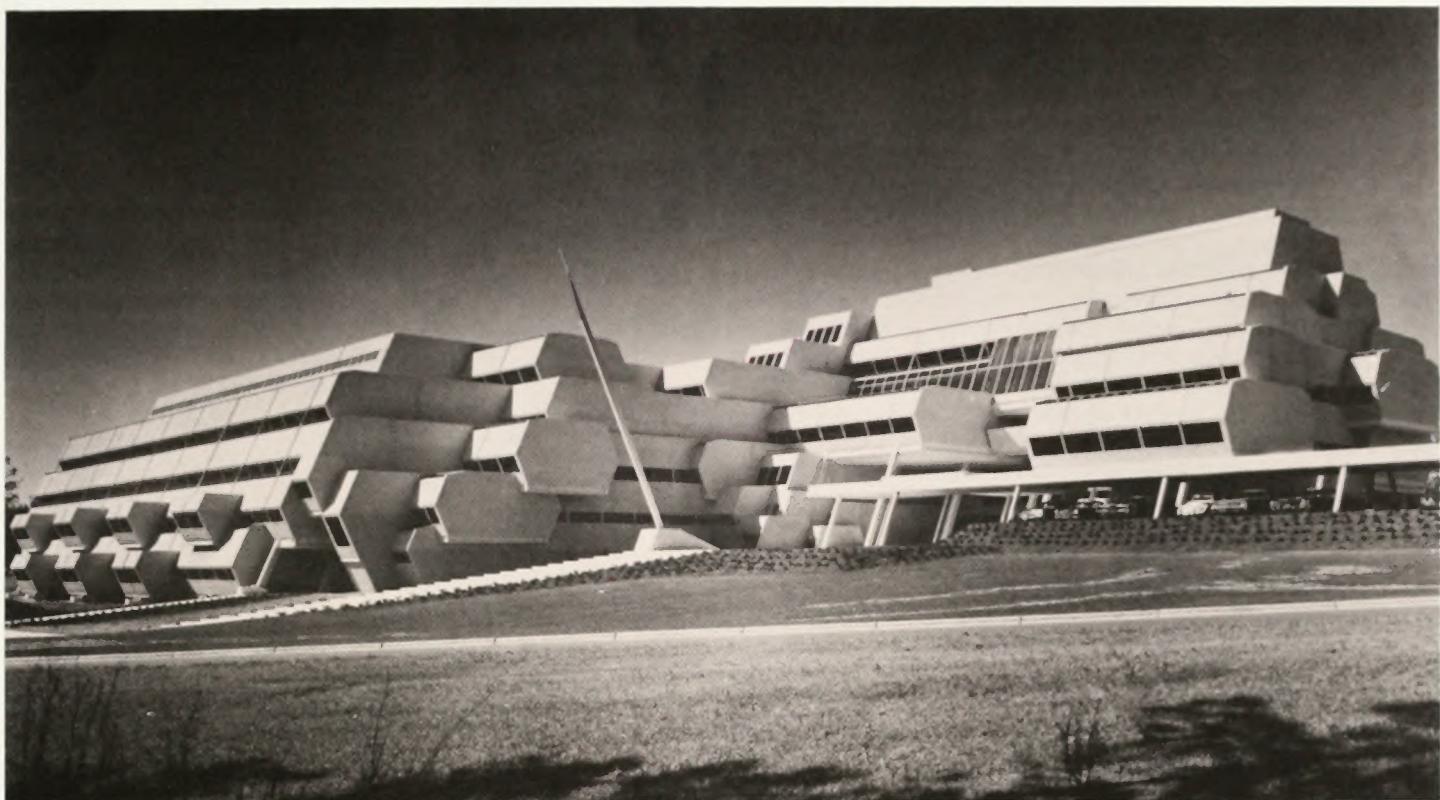
Further sources pertaining to mission statements for colleges and universities:

Association of College and Research Libraries. *Standards for College Libraries*, adopted by the Association July 3, 1975.

Association of College and Research Libraries and the Association of Research Libraries. *Standards for University Libraries*, adopted by the Association of Research Libraries, October 26, 1978, and by the Association of College and Research Libraries, January, 1979.

Southern Association of Colleges and Schools, Commission on Colleges. *Criteria for Accreditation*. (To be presented to the College Delegate Assembly, December, 1983, New Orleans, Louisiana, for final approval.)

SPECIAL LIBRARIES



Burroughs Wellcome Company corporate headquarters, research laboratories and library, Research Triangle Park.

MISSION

To provide library and information services in support of the objectives of the parent organization.

The special library, like the libraries of formal educational institutions, supports a higher organizational mission. This organizational mission, however, is often narrower than that of a school, college, or university. Hence, the special library's collections and services are more narrowly focused.

North Carolina's special libraries include those that serve a business or industry (Burlington Industries or the Burroughs Wellcome Company), a profession or specialized subject area (Bowman Gray School of Medicine, the UNC School of Law, or Southeastern Baptist Theological Seminary), and government agencies or research centers (the Environmental Protection Agency or the National Institute of Environmental Health Sciences).

While comparatively few in number, these libraries add an important dimension and depth to the state's library resources through their special subject concentrations and highly trained staff.

Objective I

SUPPORTING THE ORGANIZATIONAL MISSION

To select and provide the library materials and equipment to support the mission of the parent organization.

The collection of the special library is usually focused on a single subject or a group of related subjects. A few of the subject concentrations of North Carolina's special libraries are forestry, health economics and health insurance, medicine, law, tobacco products and manufacturing, tobacco chemistry, air pollution and its abatement, air chemistry, engineering, and meteorology.

As a general rule, the collections of special libraries consist chiefly of learned journals, research reports, and government documents. In some instances the form of the materials is specialized, such as the recorded "talking books" and braille materials at the North Carolina Regional Library for the Blind and Physically Handicapped or the musical recordings at the library of the North Carolina School of the Arts.

Most special libraries have small collections and use other libraries to obtain materials and information not included in their own subject specialties. Because of their specialties, however, other libraries frequently turn to the special libraries for unique materials. For example, the best air pollution collection in the state (and probably in the country) can be found in the library of the Environmental Protection Agency in Research Triangle Park.

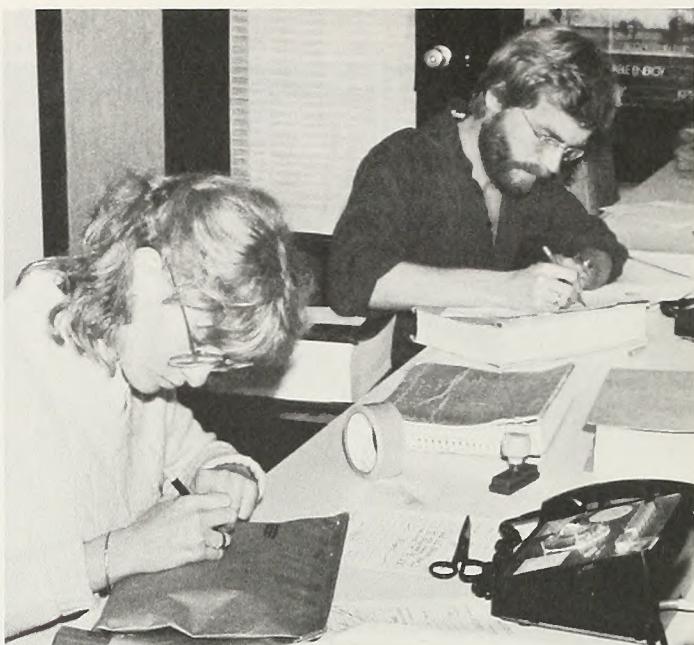
Objective II

ASSISTING MEMBERS OF THE ORGANIZATION

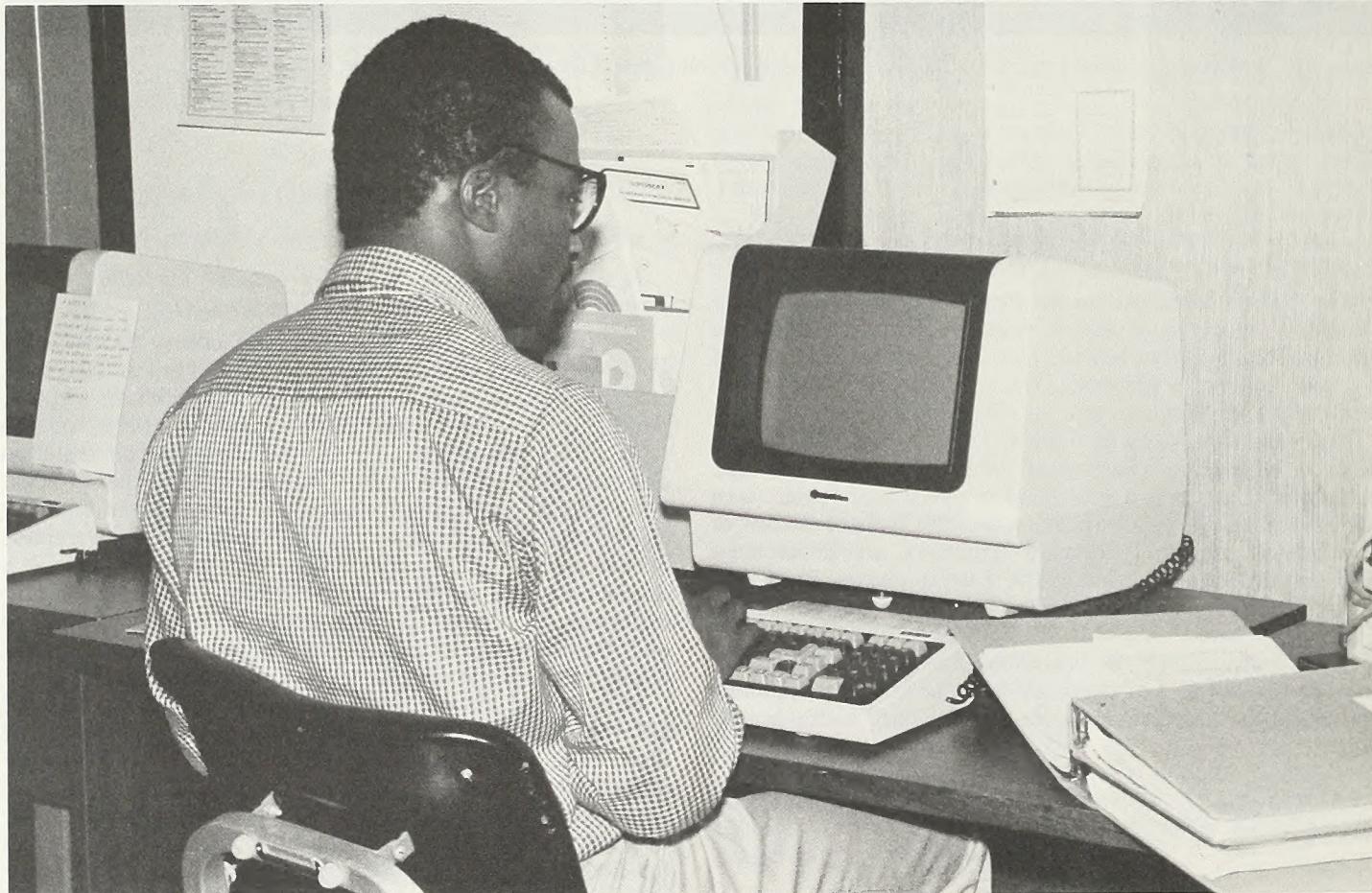
To provide services that meet the information needs of members of the organization.

The special librarian is knowledgeable in the subject concentration of the collection and brings to the library/information center professional expertise in the identification, acquisition, organization, evaluation, and interpretation of materials. In line with the motto of the professional association, the aim of the special librarian is "Putting Knowledge to Work."

As an information expert, the special librarian is often the primary user of the library's collection. The special librarian responds to the requests of researchers for information and places less emphasis upon instructing others in the use of the library. Special librarians are often involved directly in research projects and in the synthesis and analysis of data. They also see that members of their organization are informed of the latest information in their areas of interest and that they obtain information from other libraries promptly.



Cynthia Roberts and James Boyles Provide Information for Air Pollution Researchers at the U.S. Environmental Protection Agency Library, Research Triangle Park.



Gerald Holmes Verifies Technical Reports from the National Technical Information Service via Computer Terminal at the U.S. Environmental Protection Agency Library, Research Triangle Park.



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END NOTE

Collectively, North Carolina's libraries contain over 40 million books, 286,000 periodicals, and thousands of films, slides, government documents, photographs, recordings, maps, transparencies, sheet music, and other specialized items. They employ over 7,000 staff members dedicated to making these materials useful and available. Our libraries are truly an invaluable resource. These libraries vary by type and, while they have similarities, they have important differences in their primary missions. It is hoped that this short publication will lead to a better understanding of the vital roles libraries play in our educational, economic, and cultural life and that it will result in the public support necessary for their continued improvement.

